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ABSTRACT

Whether black students should be required to use standard English in school is a controversial issue that has fostered contradictory opinions, studies, and data. This annotated bibliography of more than 100 items provides a wide range of material dealing with the following aspects of this topic: the historical backgrounds of black English, the effectiveness of teaching standard English to nonstandard speakers and writers, the economic and academic implications of acquiring standard English ability, and the attitudes of both blacks and whites toward standard English. To assist the reader, items that provide a general sense of the issues involved are marked with an asterisk, while the unmarked items are more specific in their treatment of black English or are items of less historical significance. (MAI)

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BLACK STUDENTS AND STANDARD ENGLISH: An Annotated Bibliography

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BLACK STUDENTS AND STANDARD ENGLISH: AN ANNOTATED BIBLIOGRAPHY

Molly A. Mack, Portland, Oregon

Upon first leaping into the field of controversy surrounding Black students and Standard English, one is likely to be confused by the dazzling array of opinions, data, and disagreements it has contained. At times, it seems as if every educator and linguist thinks that he or she has the ball of truth and is running ahead of everyone else toward a rather elusive goal. At other times, it seems as if everyone has just about given up trying to win. All are running around crying loudly to themselves about futility and injustice, and many end up arguing with the wind while, amid the name-calling and aspersion-casting, some kindly referee like Albert Marckwardt is standing on the sidelines saying, "Please, just be careful. Let's not any of us get hurt."

Indeed, the effects of changing admissions policies and the attempts of traditionally all-White colleges to attract minority students have compelled just about everyone involved with education--from college presidents and boards of trustees to White freshmen who may never before have attended school with Black students--to examine their own attitudes toward heterogeneity, language, and the function of teaching in higher education. And, needless to say, linguists of many stripes have found in this relatively new situation territory ripe for treading. Within recent years, articles, essays, studies, and books have burst forth, inundating all in a flood of often confusing and contradictory material.

One of the areas of greatest contention has involved the question of whether or not Black students should be required to use Standard English. At some levels of education, the point becomes moot. For example, many college-bound Blacks have become bidialectal even before they reach college and can speak and write in Standard English. (I use the term Standard English freely here and throughout the bibliography, not because I have faith that such an entity is an absolute, but because most people share a common awareness of this term and the type of English to which it refers.) And a number of colleges still demand that their students, no matter what race they may be, display proficiency in Standard English usage, so that only those Blacks who have a command of Standard English are admitted in the first place. Yet in colleges that have open admissions policies or in inner city or newly-integrated high schools and grade schools, the matter of which dialect to teach (or accept) becomes a serious problem with intellectual, psychological, and ethical ramifications.

When I first began compiling a bibliography, my intention was to concentrate on discussion surrounding the teaching of Standard English to Black college students. But it soon became clear that it would be difficult, if not impossible, to draw an arbitrary line between the language of, say, a twelve-year-old inner-city Black child, and an eighteen-year-old Black bidialectal college student. For, many times, their linguistic and cultural roots are identical, and I found it impossible to speak of one without acknowledging the other.

So I extended the scope of the bibliography and attempted to include works that deal not so much with any specific age group as with all Blacks attending American schools. That is, I attempted to include a wide range of works on many topics--an awareness of which, it seems to me, is essential if one wishes to develop enlightened and intelligent opinions regarding the language of Blacks. Thus the bibliography includes material on the historical backgrounds of Black English, the effectiveness of teaching Standard English to Nonstandard speakers and writers, the economic and academic implications of acquiring Standard English ability, and the attitudes of Blacks and Whites toward Standard English. To aid the reader, I have marked entries with a * which refer to works of special significance which should be viewed first. For they will provide one with a general sense of the issues involved in a discussion of Black English. The unmarked items refer to works often equally relevant but simply less historically significant or more specific in their treatment of Black English. In addition, I suggest that anyone who wishes to pursue a study of Black English further consult Ila Wales Brasch and Walter Milton Brasch's valuable work, A Comprehensive Annotated Bibliography of American Black English (Baton Rouge: Louisiana State Univ. Press, 1974). Although its entries are not sub-divided or categorized in any way, the book is indispensable to one who would like to have convenient access to a wide variety of works on Black English.

It is hoped that a person who finds himself or herself encountering the question of teaching Standard English to Black students will be able to use the following bibliography to draw upon information representing a variety of opinions and use them to do what, ultimately, he or she must: arrive at a conclusion. It is also hoped that such a conclusion will enable that person to teach, to students of any race, intelligently and humanely. After all, education can be tremendously exciting and rewarding--as long as everyone plays fairly.

*Abrahams, Roger D. "The Advantages of Black English." The Florida FL Reporter, 8, Nos. 1 and 2 (1970), 27-30, 51.

(Also in Language, Society, and Education: A Profile of Black English. Ed. Johanna S. DeStephano. Worthington, Ohio: Charles A. Jones, 1973, pp. 97-106.) Says that teachers must recognize that Black English is not "just a linguistic system; it is the expressive system of Black Culture." Discusses expressive and social differences between Black and Standard English.

*_____. "Black Talk and Black Education." In Linguistic-Cultural Differences and American Education. Ed. Alfred C. Aarons, Barbara Y. Gordon, and William A. Stewart. Special issue of The Florida FL Reporter, 7, No. 1 (1969), 10-12. States that "our education system could hardly be more designed to perpetuate the status of Negroes than it is today. No institution in our country is more middle-class in its biases nor more blind to its ethnocentricities." Says that teachers must attempt to move beyond stereotyping.

_____. "Rapping and Capping: Black Talk as an Art." In Black America. Ed. John F. Szwed. New York: Basic Books, 1970, pp. 132-42. Maintains that, for Whites to understand and appreciate Black culture, they must be aware of its language--its distinctive vocabulary, social context, and oral nature.

Abrahams, Roger D. and Geneva Gay. "Talking Black in the Classroom." In Language and Cultural Diversity in American Education. Ed. Roger D. Abrahams and Rudolph C. Troike. Englewood Cliffs, N. J.: Prentice-Hall, 1972, pp. 200-207. Provides a list of frequently used Black expressions with which teachers should be familiar.

Agee, W. Hugh and William L. Smith. "Modifying Teachers' Attitudes Towards Speakers of Divergent Dialects Through In-service Training." Journal of Negro Education, 43 (1974), 82-90. Records results of a program designed to sensitize teachers to their prejudices about certain dialects and to discourage value judgments about a speaker's character based upon his or her dialect.

*Allen, Virginia F. "Teaching Standard English as a Second Dialect." The Teachers College Record, 68 (1967), 355-70. (Also in Linguistic-Cultural Differences and American Education. Ed. Alfred C. Aarons, Barbara Y. Gordon, and William A. Stewart. Special issue of The Florida FL Reporter, 7, No. 1 [1969], 123-29; and Contemporary English: Change and Variation. Ed. David L. Shores. Philadelphia: J. B. Lippincott, 1972, pp. 237-55.) Refers to Standard

English as "'front door' English" and offers suggestions on how to teach it to users of a Nonatandard dialect.

*Baratz, Joan C. "'Ain't' Ain't No Error." The Florida FL Reporter, 9, Nos. 1 and 2 (1971), 39-40, 54. Examines negation, zero copula, and uninflected third person and possessive in Black English. Considers reasons why both Whites and Blacks have resisted viewing Black English as a valid linguistic system.

_____. "Should Black Children Learn White Dialect?" ASHA, 12 (1970), 415-17. (Also in Language, Communication, and Rhetoric in Black America. Ed. Arthur L. Smith. New York: Harper & Row, 1972, pp. 3-11.) Says that, because "Standard English is the lingua franca of the main-stream in America," young Blacks should learn how to use it. Does not believe, however, that they should learn to speak in a White dialect if they do not want to.

Baron, Dennis E. "Non-Standard English, Composition, and the Academic Establishment." College English, 37 (1975), 176-83. Says that expecting a Nonstandard speaker to write in Standard English "would be like expecting a French major to write like a member of the French academy." Notes that, because a Nonstandard dialect does not have "an established literary tradition to constrain it . . . [it] is more responsive to the spoken code." Therefore Black students' writing reflects their speech patterns with considerable accuracy. States that it is unfair "to confuse formal logic with intelligibility"; if a teacher knows what a student means, "communication has occurred."

Baxter, Milton. "Educating Teachers About Educating the Oppressed." In Issues in the Teaching of Standard English. Ed. Alfred C. Aarons. Special issue of The Florida FL Reporter, 12, Nos. 1 and 2 (1974), 77-80. (Also in College English, 37 [1976], 677-81.) Examines "three crucial areas" which the CCCC statement (The Students' Right to Their Own Language) does not develop: the distinction between speech and writing, "the social aspects of social dialects," and "the fact that dialects are inextricably enmeshed in a cultural context." Says that the statement "lacks the explicitness necessary for educators to find a meaningful and practical way of implementing it to the fullest advantage of both the students and the teachers themselves."

_____. "Black Dialect and History: NCTE Warns of Overreacting." Library Journal, 94 (1969), 1708. (Also in School Library Journal, April, 1969, p. 40.) Reports

on Annual NCTE meeting in Milwaukee where modifications on the total acceptance of Black English were proposed. One Black professor advocated that students discard their Black dialect in order to escape traditional racist stereotypes and avoid "second class citizenship."

*Bloomfield, Leonard. "Literate and Illiterate Speech." American Speech, 2 (1926-27), 432-39. (Also in Language in Culture and Society: A Reader in Linguistics and Anthropology. Ed. Dell H. Hymes. New York: Harper & Row, 1964, pp. 391-96.) Reveals that attitudes about "bad" language are usually misinformed. Says there is no absolute and correct form of a language, but rather a standard which arises from a nation's social and cultural center and once it is put into writing, this form is the standard against which others are measured. But also indicates, through the example of Wisconsin's Menomini Indians, that a language which has no written form is also subject to value judgments by its speakers who can distinguish between "stupid," "normal," and "elevated" sentences in their language.

Bondurant, Slettie Vera. "Black English: Detention Camps Without Walls." Freedomways, 13 (1973), 157-59. Says that the use of Black English in children's readers and the failure of teachers to insist upon Standard English is just another way of keeping Blacks down. Indicates that it isn't lower-class Blacks who argue for Black English, but secure middle-and upper-class Whites and Blacks.

Bruder, Mary Newton, and Luddy Hayden. "Teaching Composition: A Report on a Bidialectal Approach." Language Learning, 23 (1973), 1-15. Discusses successful methods used to teach composition in a University of Pittsburgh experimental course designed for minority students. The teachers approached the students' dialects as quasi-foreign languages.

*Burling, Robbins. English in Black and White. New York: Holt, Rinehart and Winston, 1973. Directed primarily at persons who have had little training in linguistics and who know little about Black English. Author begins with background information on dialect variation, then discusses sounds, shape, history, and future of Black English, as well as methods for achieving bidialectalism in the classroom. Attempts to combat prejudice against Black English by revealing its similarities to Standard English and maintains that, although the differences between the two dialects may seem widespread, they are not profound.

_____. "Talking to Teachers About Social Dialects." Language Learning, 21 (1971), 221-34. Suggests approaches for enlightening future teachers about language variation.

Burroughs, Evelyn. "The Berlin Wall of Language: The Problem and Solution." Missouri English Bulletin, 26 (1969), 1-5. Offers suggestions for using teaching methods designed to develop bidialectalism.

Cannon, Garland. "Multidialects: the Student's Right to His Own Language." College Composition and Communication, 24 (1973), 382-85. Exposes several types of problems which would result from teachers' implementing the CCCC resolution.

Carroll, John B. "Language and Cognition: Current Perspectives from Linguistics and Psychology." In Language Differences: Do They Interfere? Ed. James L. Laffey and Roger W. Shuy Newark, Del.: International Reading Assoc., 1973, pp. 173-85. Says that those "who are speakers of nonstandard dialects . . . are not the victims of undeveloped language codes. Their languages have principles and rules similar to those that govern any language."

Colquit, Jessie. "Oral Language Activities for Promoting an Understanding and Appreciation of Dialect Differences." English Journal, 63, No. 9 (1974), 71-75. Believes that dialect study can contribute to a student's sense of self-worth and suggests various prose and poetry selections exhibiting features of different dialects which can introduce students to an appreciation of dialectal diversity.

Cromack, Robert E. "The Functional Nature of Social Dialects: Social Change and the Teaching of Black English." The English Record, 21 (1971), 74-82. Says that teachers must recognize the integral role of Black English in the context of Black culture.

Crystal, Daisy. "Dialect Mixture and Sorting Out the Concept of Freshman English Remediation." The Florida FL Reporter, 10, Nos. 1 and 2 (1972), 43-46. States that, because "a large segment of entering freshmen contrast with previous generations of beginning college students not in terms of a language deficiency, but in terms of a language difference," college writing courses should not be "remediative" but should focus on second-dialect or language ability.

DeStephano, Johanna S. "Black Attitudes Toward Black English: A Pilot Study." The Florida FL Reporter, 9, Nos. 1 and 2 (1971), 23-27. Compares findings in literature on

Black attitudes toward Black English with the responses of four Blacks, all of whom came from lower middle class backgrounds.

Di Giulio, Robert C. "Measuring Teacher Attitudes Toward Black English: A Pilot Report." The Florida FL Reporter, 11, Nos. 1 and 2 (1973), 25-26, 49. Reveals that "teacher attitudes toward BE appear to be moderately negative and, in some instances, strongly negative."

*Dillard, J. L. Black English: Its History and Usage in the United States. New York: Random House, 1972. Explores a wide variety of aspects of Black English, from its sources and structure to early and modern American attitudes toward it. Although highly critical of traditional White responses to Black English, Dillard suggests that the only way to destroy prejudice and ensure racial equality is to teach Blacks Standard English.

_____. "How to Tell the Bandits from the Good Guys: or, What Dialect to Teach?" In Linguistic-Cultural Differences and American Education. Ed. Alfred C. Aarons, Barbara Y. Gordon, and William A. Stewart. Special issue of The Florida FL Reporter, 7, No. 1 (1969), 84-85, 162. (Also in Contemporary English: Change and Variation. Ed. David L. Shores. Philadelphia: J. B. Lippincott, 1972, pp. 289-93.) Assails the "archaic concept of ye olde dialecte as practiced by The Linguistic Atlas of the United States and Canada for the past forty years" for its "quaintness" and emphasis on "cute little regional dialects." Supports the idea of students' learning, when necessary, a standard dialect.

Dreyfuss, Joel. "Black English: Whose [sic] to Say?" The Washington Post, 1 July 1969, pp. L-1, col. 4, L-6, col. 7. Outlines a variety of attitudes toward the use of Black English in the classroom and admits that "the budding idea" of coexistent diverse cultures "faces a long winter."

Erickson, Frederick David. "'F'get You Honky!': A New Look at Black Dialect and the School." Elementary English, 46 (1969), 459-99, 517. (Also in Teaching the Language Arts to Culturally Different Children. Ed. William W. Joyce and James A. Banks. Reading, Mass.: Addison-Wesley, 1971, pp. 96-102; and Language, Communication, and Rhetoric in Black America. Ed. Arthur L. Smith. New York: Harper & Row, 1972, pp. 18-27.) States that, in the past, a

"rigid adherence to standard English in the classroom was one of the school's defensive responses to its inundation by culturally different immigrant children" and says that this posture has been maintained with respect to Black children. Reviews the Bernstein Hypothesis that meaning in "lower class English dialects" is not specific but is largely dependent upon its social context.

Eskey, David E. "The Case for the Standard Language." College English, 35 (1974), 769-74. States that the teaching of Standard English to Black students should not be abandoned, but "radically overhauled." Outlines some of the chief arguments against Standard English.

Fasold, Ralph W. Tense Marking in Black English: A Linguistic and Social Analysis. Urban Language Series, No. 8. Arlington, Va.: Center for Applied Linguistics, 1972. Provides a detailed analysis of three primary features of tense marking in Black English: "the absence of the concord suffix marking present tense when the subject of the sentence is third person singular (He miss the bus every day), the absence of the -ed suffix marking past tense and past participles (He miss it yesterday), and the fairly frequent absence of the tense-marked forms of to be (He always be missing it)."

_____. "What Can an English Teacher Do About Non-Standard Dialects?" The English Record, 21 (1971), 82-91. Emphasizes that teachers must recognize the difference between students' usage and their ability, and that they should outline their objectives based upon the particular needs of Black students.

*Fasold, Ralph W., and Walter A. Wolfram. "Some Linguistic Features of Negro Dialect." Language, Speech, and Hearing Service in Schools, 3 (1972), 16-49, 72. (Also in Teaching Standard English in the Inner City. Ed. Ralph W. Fasold and Roger W. Shuy. Washington, D. C.: Center for Applied Linguistics, 1970, pp. 41-86; Contemporary English: Change and Variation. Philadelphia: J. B. Lippincott, 1972, pp. 53-85; and Language, Society and Education: A Profile of Black English. Ed. Johanna DeStephano. Worthington, Ohio: Charles A. Jones, 1973, pp. 116-48.) Examines a number of features of Black English pronunciation, grammar, and syntax.

Feigenbaum, Irwin. "Using Foreign Language Methodology to Teach Standard English: Evaluation and Adaptation." In Linguistic-Cultural Differences and American Education. Ed.

Alfred C. Aarons, Barbara Y. Gordon, and William A. Stewart. Special issue of The Florida FL Reporter, 7, No. 1 (1969), 116-22, 156-57. (Also in Contemporary English: Change and Variation. Ed. David L. Shores. Philadelphia: J. B. Lippincott, 1972, pp. 256-77.) Presents numerous suggestions and drills, based on foreign language teaching, designed to help Nonstandard English speakers learn Standard English.

Fisher, John C. "Generating Standard Sentence Patterns--And Beyond." College Composition and Communication, 21 (1970), 364-68. Advocates linguistic re-education directed at the acceptance of Black dialects but says that, in the meantime, Blacks should become bidialectal. Presents a method for teaching Standard English based upon contrastive analysis and oral pattern practice. Deems this method "far more efficient than other approaches that have been used."

Fox, Sister Anthony Mary. "Standard English vs. the Black Dialect." Clearing House, 47 (1972), 204-208. Refers to Black children's difficulty with Standard English, which she maintains should be taught. Gives a general overview of arguments opposing and favoring Standard English for Blacks.

Freeman, Lawrence D. "The Students' Right to Their Own Language: Its Legal Bases." College Composition and Communication, 26 (1975), 25-29. Asserts that students have a right to their own language on legal grounds provided by the First, Ninth, and Fourteenth Amendments of the Constitution and by Title VII of the Civil Rights Act of 1964.

Funkhouser, James L. "A Various Standard." College English, 34 (1973), 806-27. Reveals general features of Black English syntax and berates the deficit theory.

Geuder, Patricia A. "A Writing Seminar for Speakers of Black English." College Composition and Communication, 23 (1972), 417-19. Outlines intensive five-week University of Nevada course designed to teach Blacks how to write in Standard English.

Gifford, Carolyn. "Black English: An Introduction." Acta Symbolica, 1, No. 1 (1970), 24-30. Briefly examines the structure, history, varieties, role, and function of Black English.

Green, Gordon C. "Section B: Negro Dialect, the Last Barrier

to Integration." The Journal of Negro Education, 32 (1963), 81-83. (Also in Language, Communication, and Rhetoric in Black America. Ed. Arthur L. Smith. New York: Harper & Row, 1972, pp. 12-17.) Speaks of the necessity for Blacks to rid themselves of their "corrupt" and "substandard" dialect--the "last chain that binds [them] to the past."

Hall, Vernon C., and Ralph R. Turner. "The Validity of the 'Different Language Explanation' for Poor Scholastic Performance by Black Students." Review of Educational Research, 44 (1974), 69-81. Cites studies which prove that Blacks can, without special training, easily comprehend Standard English.

Hancock, Ian F. "Identity, Equality and Standard Language." In Issues in the Teaching of Standard English. Ed. Alfred C. Aarons. Special issue of The Florida FL Reporter, 12, Nos. 1 and 2 (1974), 49-52, 101, 103-104. Says that, even if Nonstandard users acquire Standard use, their chances of economic success will still be small. Emphasizes the importance and inevitability of ties between language and culture and language and self-identity.

Haskins, Jim, and Hugh F. Butts. The Psychology of Black Language. New York: Barnes & Noble, 1973. Places Black English in a psychological context and views its role as a tool for survival in an oppressive society. Also discusses the origin of Black American dialects and considers contributions of Black English to other American dialects.

Hendrickson, John R. "Responses to CCCC Executive Committee's Resolution 'The Student's Right to His Own Language.'" College Composition and Communication, 23 (1972), 300-301. Lampoons the resolution by imitating his "grandpas tibetan-Amurican inglish." Says that his "grandpas dialect" is "good enuff for me and Im glad I liv to see the day the CCCC thinks so to."

Hensley, Anne. "Black High School Students' Reactions to Black Speakers of Standard and Black English." Language Learning, 22 (1972), 253-59. Provides results of test in which students listened to and judged personality traits of Standard and Black English speakers.

Hess, Karen M. "Is Learning a Standard English Important? An Overview." The Florida FL Reporter, 10, Nos. 1 and 2 (1972), 39-42, 54. Outlines arguments for and against the teaching of Standard English to Black students.

Hoffman, Melvin J. "Bi-Dialectalism is Not the Linguistics of White Supremacy: Sense Versus Sensibilities." The English Record, 21 (1971), 95-102. Outlines the attitudes of those who support and those who oppose the teaching of Standard English as a second dialect.

*_____. "It's Getting Harder to Tell the Scorers Without a Placard." In Issues in the Teaching of Standard English. Ed. Alfred C. Aarons. Special issue of The Florida FL Reporter, 12, Nos. 1 and 2 (1974), 1-6, 91. Summarizes nine positions on Black English (involving its origins, validity, and roles) then condemns James Sledd for "his subtle use of half-truths" regarding bidialectalism. Concludes by stating that "no single source on Black English" should be considered "totally reliable." Provides a bibliography of works suggested for the neophyte.

Hurst, Charles G., Jr., and Wallace L. Jones. "Psychosocial Concomitants of Sub-Standard Speech." The Journal of Negro Education, 35 (1966), 409-21. Maintains that those who grow up in poverty areas frequently display retarded intellectual development and refinement of the communication concomitants through which ideas and emotions are expressed." Cites results of a study, involving 1209 Black college students, which established a relationship between the speakers' proficiency and their socioeconomic backgrounds and personalities. The study was conducted with a view toward the implementation of "remediation programs" for the linguistically "deviant."

Isenbarger, Joan, and Veta Smith. "How Would You Feel if You Had to Change Your Dialect? Using a Simulation Game to Show the Effects of Forcing Language Change." English Journal, 62 (1973), 994-97. (Also in Elementary English, 51 [1974], 215-21.) Discusses results of a game in which White and Black college students were forced to speak and read in Black English and were corrected unsympathetically when they used Standard English.

Jaggar, Angela M., and Bernice E. Cullinan. "Teaching Standard English to Achieve Bidialectalism." In Issues in the Teaching of Standard English, Ed. Alfred C. Aarons. Special issue of The Florida FL Reporter, 12, Nos. 1 and 2 (1974), 63-70. Discusses problems in current bidialectal programs.

Johnson, Kenneth R. "Pedagogical Problems of Using Second Language Techniques for Teaching Standard English to Speakers of Nonstandard Negro Dialect." In Linguistic-Cultural Differences and American Education. Ed. Alfred C.

Aarons, Barbara Y. Gordon, and William A. Stewart. Special issue of The Florida FL Reporter, 7, No. 1 (1969), 78-80, 154. Considers problems of negative response to Black English by teachers, the lack of reinforcement Black students receive for learning Standard English, and the difficulty students have in perceiving differences between Black and Standard English.

_____. "Social Backgrounds of Specific Groups: Blacks." In Reading for the Disadvantaged: Problems of Linguistically Different Learners. Ed. Thomas D. Horn. New York: Harcourt, Brace & World, 1970, pp. 29-78. (Also in Black Language Reader. Ed. Robert N. Bentley and Samuel D. Crawford. Glencoe, Ill.: Scott, Foresman, 1973, pp. 137-47.) Discusses the effects of background on the linguistic behavior of Blacks and reveals that one fault in their education has been teachers' viewing Standard English as a "replacement dialect," rather than an alternate one.

_____. "When Should Standard English Be Taught to Speakers of Non-Standard Negro Dialect?" Language Learning, 20 (1970), 19-30. Maintains that young children should use their own dialect and that Blacks should not be taught Standard English until they reach adolescence or the secondary grades.

Jordan, June. "Black English: The Politics of Translation." Library Journal, 98 (1973), 1631-34. (Also in School Library Journal, May, 1973, pp. 21-24.) Asks that Standard English speakers respect Black English.

_____. "White English: The Politics of Language." Black World, 22, No. 10 (1973), 4-10. Says that "white power uses white English as a calculated political display of power to control and eliminate the powerless" and that Blacks must reject the notion that Black English is inferior. Adds that Blacks need to be taught Standard English, but in Black English.

Kaplan, Robert B. "On A Note of Protest (In a Minor Key): Bidialectism vs. Bidialecticism." College English, 30 (1969), 386-89. (Also in Linguistic-Cultural Differences and American Education. Ed. Alfred C. Aarons, Barbara Y. Gordon, and William C. Stewart. Special issue of The Florida FL Reporter, 7, No. 1 [1969], 86, 165.) Maintains that dialect deviation is an economic, not racial, matter, and that prescriptive grammar rules become vehicles for an assimilation and standardization that should be avoided in a democratic society.

Kimbrough, Mrs. Marvin. "Again 'Black English.'" The Crisis, 78 (1971), 303-304. Adminishes Blacks not to "be deceived into thinking that speaking the 'standard' will be a panacea for racial injustice and employment opportunity."

Kirschner, Samuel A., and G. Howard Poteet. "Non-Standard English Usage in the Writing of Black, White, and Hispanic Remedial Students in an Urban Community College." Research in the Teaching of English, 7 (1973), 351-55. Reveals that, in a study in which the writing of 109 remedial English students was tested, there was no significant difference in the types of "errors" made by Black, White, and Hispanic students.

*Kochman, Thomas. "Social Factors in the Consideration of Teaching Standard English." In Linguistic-Cultural Differences and American Education. Ed. Alfred C. Aarons, Barbara Y. Gordon, and William A. Stewart. Special issue of The Florida FL Reporter, 7, No. 1 (1969), 87-88, 157. (Also in Language, Society and Education: A Profile of Black English. Ed. Johanna S. DeStephano. Worthington, Ohio: Charles A. Jones, 1973, pp. 211-17; and Black Language Reader. Ed. Robert H. Bentley and Samuel D. Crawford. Glencoe, Ill.: Scott, Foresman, 1973, pp. 131-37.) Believes that "the present efforts to teach a prestige form of speech to nonstandard speakers are educationally wasteful and the effective realization is socially improbable." Warns that those who persist with such efforts "do so at [their] own peril."

_____. "Standard English Revisited, or Who's Kidding/Cheating Who(m)?" In Issues in the Teaching of Standard English. Ed. Alfred C. Aarons. Special issue of The Florida FL Reporter, 12, Nos. 1 and 2 (1974), 31-44, 96. Responds to Karen M. Hess's article, "Is Learning a Standard English Important?" Undercuts many of her assertions.

*Labov, William. "Language Characteristics of Specific Groups: Blacks." In Reading for the Disadvantaged: Problems of Linguistically Different Learners. New York: Harcourt, Brace & World, 1970, pp. 139-57. (Also in Black Language Reader. Ed. Robert H. Bentley and Samuel D. Crawford. Glencoe, Ill.: Scott, Foresman, 1973, pp. 96-116.) Discusses principal features of Black English.

_____. "Language in the Inner City: Studies in the Black English Vernacular." Philadelphia: Univ. of Pennsylvania Press, 1972. Examines a number of structural and social aspects of Black English. Includes "Is the Black English Vernacular a Separate System?" and "The Logic of Nonstandard English."

*_____. The Logic of Nonstandard English." In Report of the Twentieth Annual Roundtable Meeting on Linguistics and Language Studies: Linguistics and the Teaching of Standard English to Speakers of Other Languages or Dialects. Ed. James E. Alatis. Monograph Series on Languages and Linguistics. Washington, D. C.: Georgetown Univ. Press, 1970, pp. 1-44. (Also in Language and Poverty: Perspectives on a Theme. Ed. Frederick Williams. Chicago: Markham, 1970, pp. 153-89; Linguistic-Cultural Differences and American Education. Ed. Alfred C. Aarons, Barbara Y. Gordon, and William A. Stewart. Special issue of The Florida FL Reporter, 7, No. 1 [1969], 60-74, 169 [abridged]; Language in the Inner City: Studies in the Black English Vernacular. William Labov. Philadelphia: Univ. of Pennsylvania Press, 1972, pp. 201-40; Language and Social Context. Ed. Pier Paolo Gigioli. Harmondsworth, England: Penguin Books, 1972, pp. 179-215; Varieties of Present-Day English. Ed. Richard W. Bailey and Jay L. Robinson. New York: Macmillan, 1973, pp. 319-55; and Language, Society, and Education: A Profile of Black English. Ed. Johanna S. DeStephano, Worthington, Ohio: Charles A. Jones, 1973, pp. 10-44.) Dismisses "the myth of verbal deprivation" in Blacks by proving that, many times, interviews conducted with young Blacks made them uncomfortable and elicited silence rather than active response. Also refutes theories asserting that Black English lacks logic and sophistication and reveals mental inferiority.

Linn, Michael D. "Black Rhetorical Patterns and the Teaching of Composition." College Composition and Communication, 26 (1975), 149-53. Briefly describes four types of oral communication used by Blacks (shucking, rapping, signifying, and stylin' out), and indicates that these depend upon the speakers' shared body of information for their meaning. However, because formal English styles cannot rely upon such shared knowledge, they are difficult for Blacks to master. Presents methods of combining elements of the Black oral tradition with the processes of formal writing.

Love, Theresa R. "Needs and Approaches for Developing Linguistic Abilities." Journal of Negro Education, 35 (1966), 400-408. Suggests that teachers revise their attitudes and re-evaluate their methods in dealing with the writing of Black students.

*McDavid, Raven. "Sense and Nonsense about American Dialects." PMLA, 81 (1966), 7-17. (Also in Teaching the Language

Arts to Culturally Different Children. Ed. William W. Joyce and James A. Banks. Reading, Mass.: Addison-Wesley, 1971, pp. 78-95; A Various Language: Perspectives on American Dialects. Ed. Juanita V. Williamson and Virginia M. Burke. New York: Holt, Rinehart, & Winston, 1971, pp. 48-65; Contemporary English: Change and Variation. Ed. David L. Shores. Philadelphia: J. B. Lippincott, 1972, pp. 134-54; and Language: Introductory Readings. Virginia P. Clark, Paul A. Eschholz, and Alfred A. Rosa. New York: St. Martin's Press, 1972, pp. 352-70.) Exposes a few widespread misconceptions about dialects ("something spoken by little old people in queer out-of-the-way places"), then proceeds to define the term and explore the effects of diverse American speech patterns. Suggests that "the disadvantaged" should learn "new patterns of language behavior."

McDavid, Raven I. Jr., and Virginia Glenn McDavid. "The Relationship of the Speech of American Negroes to the Speech of Whites." American Speech, 26 (1951), 3-17. (Also in Black-White Speech Relationships. Ed. Walt Wolfram and Nona H. Clarke. Washington, D. C.: Center for Applied Linguistics, 1971, pp. 16-37; and Language and Cultural Diversity in American Education. Ed. Roger D. Abrahams and Rudolph C. Troike. Englewood Cliffs, N. J.: Prentice-Hall, 1972, pp. 213-19 [abridged].) Reveals the historical backgrounds of Black English and dispels some mistaken notions about its features.

McLain, Richard. "The Role of Explanation in Teaching Standard English: The Constitutive and Regulative Rules in Language." College English, 38 (1976), 242-49. Discusses the use of rules in English handbooks and takes exception to the idea that Standard English is a prestige dialect. Says that "all languages with written traditions have found it necessary to construct standard languages. . . . Standard English . . . should only be taught as 'the written language of English.'"

Marckwardt, Albert H. "Issues in the Teaching of Standard English." In Issues in the Teaching of Standard English. Ed. Alfred C. Aarons. Special issue of The Florida FL Reporter, 12, Nos. 1 and 2 (1974), 21-24, 94. Traces the rise of and attempts to record and define Standard English. Distinguishes between the Standard and "Emily Post" linguistic etiquette. Concludes with the suggestion that linguists and educators "by all means try to retain a cool and reasoned approach, a sober judgment in the present controversy."

Mellan, Olivia. "Black English." The New Republic, 28 Nov. 1970, pp. 15-17. Summarizes current approaches to and attitudes toward Black English. Suggests that experimental programs be instituted in which Black and White students study one another's dialects.

Morris, Emily Pettigrew. "Transcription of Negro Child's Speech." In Culture, Class, and Language Variety. Ed. A. L. Davis. Urbana, Ill.: National Council of Teachers of English, 1972, pp. 203-11. Orthographic transcription of the speech of a Tennessee Black child. Transcription is accompanied by a recording.

Muehl, Siegmar, and Lois B. Muehl. "Comparison of Differences in Dialect Speech Among Black College Students Grouped by Standard English Test Performance." Language and Speech, 19 (1976), 23-40. Establishes a correlation between Black students' skill in Standard English, as revealed by SAT Verbal and Nelson-Denny Reading Test scores, and their skill in Black English, as displayed through their oral translation of a Standard English passage. (The higher the students' test scores, the more flexible and complex their Black English.) Authors indicate "that there may be a general language development factor which affects not only dialect performance but also Standard English learning for Black speakers."

Musgrave, Marian E. "Failing Minority Students: Class, Caste, and Racial Bias in American Colleges." College Composition and Communication, 22 (1971), 24-29. Attacks the "false gentility" of teachers who believe that Black English must be taught to Black students. Also claims that the failure of Standard English speakers to understand Nonstandard English is the result of an emotional, not linguistic, problem.

Nauer, Barbara. "Soundscript: A Way to Help Black Students to Write Standard English." College English, 36 (1975), 586-88. Advocates the use of tapes and language laboratory facilities to teach Black students to hear the differences between spoken and written English. (The sounds of Standard English are emphasized where deviations from them most often occur.) Suggests that what frequently appear as spelling "errors" will decrease markedly. Says the method must be reinforced by memorization and much reading.

Nunez, Elizabeth. "Why Black Johnny Can't Write College English." The Black Scholar, 6, No. 3 (1974), 16-18. Maintains that

professors who oppose the teaching of Standard English to Black students are actually perpetuating "an insidious racist myth" tantamount to believing that Blacks are incapable of using it. Says teachers should accept the responsibility of teaching and de-mystifying Standard English so that Black students, heretofore intimidated by it, will be able to use it with ease in their writing.

*O'Neil, Wayne. "The Politics of Bidialectalism." College English, 33 (1972), 433-38. (Also in The Politics of Literature. Ed. Louis Kampf and Paul Lauter. New York: Pantheon Books, 1972; and Black Language Reader. Ed. Robert H. Bentley and Samuel D. Crawford. Glencoe, Ill.: Scott, Foresman, 1973, pp. 184-91.) Terms bidialectalism "a crumb" thrown to Blacks, who are doomed to fail even before they begin trying to achieve it. Believes that bidialectalism is aimed at maintaining the social status quo--the inequality of Blacks in a predominantly White society.

Pixton, William H. "A Contemporary Dilemma: The Question of Standard English." College Composition and Communication, 5 (1974), 247-53. Justifies the use of Standard English by Blacks. Supports linguistic education of composition teachers providing it does "not promote a . . . total repudiation of Standard English."

_____. "Responses to CCCC Executive Committee's Resolution 'The Student's Right to His Own Language.'" College Composition and Communication, 23 (1972), 298-300. Calls the resolution "unsound" and "inconsistent with the facts of English and the facts of life."

Powell, Samuel. "Layin' Down a Rap." Journal of Reading, 17 (1973/74), 184-85. Provides opinions, in Black English, about the use of Black English.

Preston, Dennis R. "Social Dialects and College English." The Speech Teacher, 20 (1971), 237-46. Says that an English teacher's acceptance of the validity of all dialects usually amounts to little more than a "preliminary social disclaimer" after which Standard English is taught with a vengeance. Suggests alternative to traditional composition courses.

Profriedt, William. "Standard English--Diverse Students." English Journal, 63 (1974), 68-70. Maintains that "learning to communicate well is largely a matter of learning appropriate word and sentence choice within a social context." Suggests that students be made aware of how language functions in society, then allowed to make their

own choices regarding its use. Says that teachers must be trained in the anthropological and dialectal aspects of language in order to present the material in an enlightened manner.

Raspberry, William. "Should Ghettoese Be Accepted?" Today's Education, 59 (April 1970), pp. 30-31, 61-62. (Also in Language: Introductory Readings. Ed. Virginia P. Clark, Paul A. Eschholz, and Alfred A. Rosa. New York: St. Martin's Press, 1972, pp. 412-17.) States that the "nonstandard is just as valid as standard" yet says that those who control economic status and social mobility will continue to prefer Standard English. Believes that Blacks can become bidialectal without denying their own linguistic and cultural heritage.

*Shuy, Roger W. "Bonnie and Clyde Tactics in English Teaching." In Linguistic-Cultural Differences and American Education. Ed. Alfred C. Aarons, Barbara Y. Gordon, and William H. Stewart. Special issue of The Florida FL Reporter, 7, No. 1 (1969), 81-84, 160-61. (Also in Contemporary English: Change and Variation. Ed. David L. Shores. Philadelphia: J. B. Lippincott, 1972, pp. 278-88.) Examines possible approaches for dealing with Black English, discusses the social and intellectual goals involved in the acquisition of Standard English ability, and poses several questions to teachers of English regarding their motives and methods.

*Sledd, James. "Bi-Dialectalism: The Linguistics of White Supremacy." English Journal, 58 (1969), 1307-15. (Also in The Play of Language. Ed. Leonard F. Dean, Walker Gibson, and Kenneth G. Wilson. 3rd ed. New York: Oxford Univ. Press, 1971, pp. 19-26; Reading about Language. Ed. Charlton G. Laird and Robert M. Gorrell, New York; Harcourt Brace Jovanovich, 1971; Contemporary English: Change and Variation. Ed. David L. Shores. Philadelphia. J. B. Lippincott, 1972, pp. 319-30; and Language: Introductory Readings. Ed. Virginia P. Clark, Paul A. Eschholz, and Alfred A. Rosa. New York: St. Martin's Press, 1972, pp. 418-29.) Attacks linguists and teachers who say that no one dialect is any better than another yet insist that Blacks must learn Standard English in order to attain upward mobility. Says that such an attitude is unfair and hypocritical.

_____. "Doublespeak: Dialectology in the Service of Big Brother." College English, 33 (1972), 439-56. (Also in Black Language Reader. Ed. Robert H. Bentley and Samuel

D. Crawford. Glencoe, Ill.: Scott, Foresman, 1973, pp. 191-214; and Varieties of Present-Day English. Ed. Richard W. Bailey and Jay L. Robinson. New York: Macmillan, 1973, pp. 360-80.) Maintains that an insistence upon bidialectalism for Blacks often comes from "condescending culture vendors" and suggests a number of alternatives to bidialectalism--all of which require the reformation of education and/or society.

_____. "Language Differences and Literary Values: Divagations from a Theme." College English, 38 (1976), 234-41. Echoes previous assertions that Standard English serves the privileged and keeps "the underdogs safely under." Deems the issue of whether or not Blacks should use Standard English "spurious," maintaining that it should be taught--" to the right people, in the right way, for the right reasons." Says that, in order to possess enlightened attitudes toward English, society must abandon the ideal of upward mobility.

Smith, Allen N. "No One Has a Right to His Own Language." College Composition and Communication, 27 (1976), 155-59. Moves beyond the CCCC statement to examine the function of teaching students to write well. Says that "students do not have a right to their own language; they only have a right to learn a language which will produce the proper effects on whatever audience they may speak or write to."

Smith, Holly. "Black English: Considerations and Approaches." English Journal, 62 (1973), 311-18. Annotates thirteen works on Black English which share the aims and attitudes expressed by the New York Board of Education (that everyone should have a right and opportunity to learn Standard English, that linguistic appropriateness is "determined by circumstances" and suitability, and that listening and pronunciation skills should be developed in a second dialect).

_____. "Standard or Nonstandard: Is there an Answer?" Elementary English,50 (1973), 225-33, 241. Briefly discusses deficit and difference theories, then annotates a number of works relevant to a study of Blacks and Standard English.

Smith, Riley B. "Interrelatedness of Certain Deviant Grammatical Structures in Negro Nonstandard Dialects." Journal of English Linguistics, 3 (1969), 82-88. (Also in Black Language Reader. Ed. Robert H. Bentley and Samuel D. Crawford. Glenview, Ill.: Scott, Foresman, 1973, pp. 90-96; and Language and Cultural Diversity in American

Education. Ed. Roger D. Abrahams and Rudolph C. Troike. Englewood Cliffs, N. J.: Prentice Hall, 1972, pp. 291-94.) Discusses pleonastic subject pronoun and deletion of subject pronoun and deletion of subject relative pronoun in Black English.

Smitherman, Geneva. "'God Don't Never Change': Black English from a Black Perspective." College English, 34 (1973), 828-33. Believes that the denigration of Black English "is but a manifestation of white America's class anxiety" and that a movement is afoot to create a new class of "super-niggers, nouveau-white Blacks." Argues, often in Black English, that teachers should look beyond surface "correctness" at substance, and says that change in usage necessitates a change of style, so Black English cannot be translated accurately into Standard English.

_____. "Soul 'N Style." English Journal,(Feb., 1974),pp. 16-17;(March, 1974),pp. 14-15;(April, 1974),pp. 16-17; (May, 1974),pp. 16-17;(Sept., 1975),pp. 12-13;(Feb., 1976), pp. 14-16. Series of articles in support of Black English. Says that English teachers "bees steady intimidatin kids bout they 'incorrect' English," and admonishes English teachers to "cool it, cause that sho ain humane."

*_____. "White English in Blackface, or Who do I be?" The Black Scholar, 4, Nos. 8-9 (1973), 32-39. Says that, although the differences between Black English and Standard English cannot "pass the test of rigorous transformational analysis," Black English does possess distinctive lexical and stylistic features. States that, for Blacks, the question is not whose vocabulary or dialect they want to accept, but whose values and culture.

Sternglass, Marilyn S. "Dialect Features in the Compositions of Black and White College Students: The Same or Different?" College Composition and Communication, 25 (1974), 259-63. Says she discovered that, in a remedial course, Black and White students made the same types of grammatical "errors"; Blacks simply made them more often. Concludes that one course can function for both groups.

*Stewart, William A. "Continuity and Change in American Negro Dialects." The Florida FL Reporter, 6, No. 1 (1968), 3-4, 14-16, 18. (Also in Language and Poverty: Perspectives on a Theme. Ed. Frederick Williams. Chicago: Markham, 1970, pp. 362-76; Black-White Speech Relationships. Ed. Walt Wolfram and Nona H. Clarke. Washington, D. C.: Center for Applied Linguistics, 1971, pp. 51-73; Contemporary English: Change and Variation. Ed. David

L. Shores. Philadelphia: J. B. Lippincott, 1972, pp. 96-106; Readings in American Dialectology. Ed. Harold B. Allen and Gary N. Underwood. New York: Appleton-Century Crofts, 1971, pp. 454-65; Black Language Reader. Ed. Robert H. Bentley and Samuel D. Crawford. Glencoe, Ill.: Scott, Foresman, 1973, pp. 55-69; and Perspectives on Black English. Ed. J. L. Dillard. The Hague: Mouton, 1975.) States that many Black Syntactic features are not a result of "skewings or extensions of white dialect patterns" but rather are vestiges of plantation creole and slave-trade pidgin. Maintains that this distinction is important when one considers the depth of creole-pidgin-derived features.

_____. "The Laissez-Faire Movement in English Teaching. Advance to the Rear?" In Issues in the Teaching of Standard English. Ed. Alfred C. Aarons. Special issue of The Florida FL Reporter, 12, Nos. 1 and 2 (1974), 81-90, 99. Says that the strategy of the CCCC's Students' Right to Their Own Language has been "to diffuse the sociolinguistic focus on Black English; . . . to weaken the argument for the contrastive (bidialectal) approach by trivializing the structural and functional differences between Black English and Standard English; . . . [and] to define away what remains of the school-language problem by disavowing the original pedagogical goal of importing productive competence in Standard English, thus eliminating the chance of classroom failure by excluding the possibility of classroom success."

_____. "Observations (1966) on the Problems of Defining Negro Dialect." The Florida FL Reporter, 9, Nos. 1 and 2 (1971), 47-49, 57. (Also in Perspectives on Black English. Ed. J. L. Dillard. The Hague: Mouton, 1975.) One of the earliest statements validating the distinction previously made between Black English and Southern White Nonstandard English.

* _____. "Sociolinguistic Factors in the History of American Negro Dialects." The Florida FL Reporter, 5, No. 2 (1967), 11, 22, 24, 26, 30. (Also in Language and Poverty: Perspectives on a Theme. Ed. Frederick Williams. Chicago: Markham, 1970, pp. 353-62; Black-White Speech Relationships. Ed. Walt Wolfram and Nona H. Clarke. Washington, D. C.: Center for Applied Linguistics, 1971, pp. 74-89; Readings in American Dialectology. Ed. Harold B. Allen and Gary N. Underwood. New York: Appleton-Century-Crofts, 1971, pp. 444-53; Contemporary English: Change and Variation. Ed. David L. Shores. Philadelphia: J. B.

Lippincott, 1972, pp. 86-95; Language and Cultural Diversity in American Education. Ed. Roger D. Abrahams and Rudolph C. Troike. Englewood Cliffs, N. J.: Prentice-Hall, 1972, pp. 2.9-24 [edited]; Language: Introductory Readings. Ed. Virginia P. Clark, Paul A. Eschholz, and Alfred A. Rosa. New York: St. Martin's Press, 1972, pp. 401-11; and Black Language Reader. Ed. Robert H. Bentley and Samuel D. Crawford. Glencoe, Ill.: Scott, Foresman, 1973, pp. 45-55.) Examines the historical roots of Black English. Refutes the idea that it is nothing other than a variety of a Southern White dialect, originally derived from Great Britain, by revealing its relationship to West African pidgins. Believes that Blacks should "be given a command of standard English" in order "to insure their social mobility."

Strickland, Dorothy S. "Black Is Beautiful vs. White Is Right." Elementary English, 49 (1972), 220-23. Presents seven basic guidelines teachers should use in approaching Black English.

*Students' Right to Their Own Language. Special issue of College Composition and Communication, 25, No. 3 (1974). Includes the CCCC members' resolution, adopted in April, 1974, on the students' right to "the dialects of their nurture or whatever dialects in which they find their own identity and style"; a background statement on dialect variation--its history, sociological implications, and role in education and business; and a selective bibliography.

Swennes, Robert H. "Can White Liberals Teach Black English in Negro Colleges in the South?" College Composition and Communication, 20 (1969), 333-38. Discusses the teaching of Standard English (not Black English) to Black students. Says that Blacks are more comfortable learning Standard English from a Black, rather than a White, instructor. Suggests that a White teacher "adopt some of the major idioms of his Negro students."

Troike, Rudolph C. "Receptive Bidialectalism: Implications for Second Language Teaching." In Language and Cultural Diversity in American Education. Ed. Roger D. Abrahams and Rudolph C. Troike. Englewood Cliffs, N. J.: Prentice-Hall, 1972, pp. 305-10. Proves that people often easily understand dialects not their own, although they may not use them. Says methods exist for determining the degree of comprehension across dialects, and that these should be utilized in teaching Standard English to Black students. Also suggests that Standard English-speaking teachers

learn how to understand and perhaps speak Black English.

Underwood, Gary N. "Bidialectal Freshmen Handbooks--The Next Flim-Flam." In Issues in the Teaching of Standard English. Ed. Alfred C. Aarons. Special issue of The Florida FL Reporter, 12, Nos. 1 and 2 (1974), 45-48, 97, 99. Believes that "the next gimmick" in composition texts will be bidialectal handbooks. With respect to Blacks' becoming bidialectal, he says that "if it is mandatory, this policy should be legally contested, for dialectism is no more tolerable than either racism or sexism. If it is optional, it should be opposed as intellectually and morally indefensible."

Venezky, Richard L., and Robin S. Chapman. "Is Learning to Read Dialect Bound?" In Language Differences: Do They Interfere? Ed. James L. Laffey and Roger Shuy. Newark, Del.: International Reading Assoc., 1973, pp. 62-69. Says that, because Black children can comprehend Standard English with little difficulty, there is no need to use dialect readers.

Walker, Shiela. "Black English: Expression of the Afro-American Experience." Black World, 20, No. 8, 4-16. Believes that Black English should be accorded "separate but equal" status with Standard English and that Blacks should, at a very young age, be taught Standard English as a second dialect so that they are equipped to deal effectively with White America.

West, William W. "On Being Bi-Dialectal." Commonweal, 95 (1972), 454-55. Provides the results of a questionnaire mailed to socioeconomically successful Blacks regarding their attitudes toward Standard English and bidialectalism. Reveals discrepancy between those from ghetto and middle-class backgrounds. (More Blacks from the ghetto said that they had become bidialectal than those from middle-class backgrounds.)

Williams, Ronald. "Black English, Society, and Education." Acta Symbolica, 1, No. 1 (1971), 8-13. Presents a brief survey of Black English, then proposes that further study in certain areas pertaining to Blacks and education should be undertaken. Says that the idea that Black English is the "single cause for all black problems in America must be staunchly resisted."

Williamson, Juanita. "A Look at Black English." The Crisis, 78 (1971), 169-73, 185. Examines several linguistic features often attributed only to Black English and claims that they can be found in White dialects as well. Says that, if the

Black student is to be helped, education must be able to reflect truths about the "American' language.

_____. "Selected Features of Speech: Black and White: CLA Journal, 13 (1970), 420-23. (Alsc in A Various Language: Perspectives on American Dialects. Ed. Juanita V. Williamson and Virginia M. Burke. New York: Holt, Rinehart, & Winston, 1971, pp. 496-507.) Reveals the pervasiveness of speech patterns, usually considered Black, in Southern White speech and in literature depicting White Southerners.

Wolfram, Walt. "Black-White Speech Differences Revisited." Viewpoints, 47, No. 2 (1971), 27-50. Discusses some major features of Black English in an attempt "to generalize concerning the nature of Black-White speech differences."

*_____. "Sociolinguistic Premises and the Nature of Nonstandard Dialects." Speech Teacher, 19 (1970), 176-84. (Also in Language, Communication, and Rhetoric in Black America.) Ed. Arthur L. Smith. New York: Harper & Row, 1972, pp. 28-40. Reveals that Black English and Standard English share similar deep structures, and that the assumption that Blacks are cognitively deficient because of the nature of their language "can be attributed to a naive disregard for one of the primitive premises about the nature of language."

Wolfram, Walt, and Ralph W. Fasold. The Study of Social Dialects in American English. Englewood Cliffs, N. J.: Prentice-Hall, 1974. Treats a number of features of Black English.

_____. "Toward Reading Materials for Speakers of Black English: Three Linguistically Appropriate Passages." In Teaching Black Children to Read. Ed. Joan C. Baratz and Roger W. Shuy. Washington, D. C.: Center for Applied Linguistics, 1969, pp. 138-55. (Also in Black Language Reader. Ed. Robert H. Bentley and Samuel D. Crawford. Glenview, Ill.: Scott, Foresman, 1973, pp. 172-84.) Supports bidialectalism and presents three passages designed to help Black children perceive the differences between Black and Standard English. Passages include a transcription of spoken Black English and translations of a child's story and a Biblical passage into Black English. Concludes with annotations of significant features of Black English.

Wolfram, Walt, and Marcia Whiteman. The Role of Dialect Inter-

ference in Composition. Washington, D. C.: Center for Applied Linguistics, January, 1971. (Also in The Florida FL Reporter, 9, Nos. 1 and 2, 1971, 34-38, 39.) Admits that far less attention has been directed at the writing than at the speech of Black students. Reveals that "a great number of writing 'errors' . . . can be traced to dialect interference" and some to hypercorrection.